How do good readers retell a story?

How do good readers identify the main idea and key details in an informational text?
CLASSROOM BOOKS IN UNIT 6
Ask your local librarian for books!

Whole Class Read Aloud:
• Owl at Home by Arnold Lobel
• Calvin Can’t Fly: The Story of a Bookworm
  Birdie by Jennifer Berne
• Storms by Mariam Busch Goin
• What’s the Weather Today? by Allen Fowler

Whole Class Shared Reading—each student has their own copy of:
• My Steps by Sally Derby
• Rain by Manya Stojic
• The Sky by Penelope Prince
• We Like Summer! by Wiley Blevins

ESSENTIAL QUESTIONS ADDRESSED IN UNIT:
• How do I retell a story?
• How do I use key details and why are they important?
• How can I find the main topic of a text?
• How can I write about a series of events?
• In what ways can I present my writing?

ACTIVITIES FOR HOME:
Syllables
• Blend spoken words to make compound words. i.e. cup/cake > cupcake
• Brainstorm a list of compound words. Take turns drawing the word and seeing if the other person can guess. (doghouse, fireman, rainbow, notebook, softball, mailman…)

Read Sight Words
• sat, read, boy, she, sit, then, his, more, us, yes, saw, girl, how
• Write each of the words on index card. Make a 3x3 grid for all players. Write any word you choose in a square (up to 9). Fold all the cards and put them in a bag or a hat. Pick them out and play tic-tac-toe. Play 3 in a row, 4 corners, even try to fill up the whole board!

Long Vowels
• A long vowel when the vowel says its name. i.e. cāke, nōte, bāby, bēē
• While shopping or driving, find words that have a long vowel sound, or say their name. For example, the /a/ in cap sounds different than the a in cape.

STUDENTS LEARNING TARGETS
ALIGNED TO THE CONNECTICUT CORE STANDARDS

Your child can…
• retell familiar stories, including key details.
• identify the beginning, middle, and end of a story
• identify the main topic
• identify details of an informational text